

## Special Education State Advisory Committee

### General Meeting

November 21, 2013

10:00 a.m. – 1:00 p.m.

JHU/CTE

Columbia, MD

### MINUTES

**Attendee:** Kelly Meissner, Chair, Rhonda Creecy, Co-Chair, Yvonne Hu-Cotto, Martha Goodman, Sarah Wayland, Rachel London, Dorie Flynn, Patricia Skelly

**Excused:** Carol Strootman, John McGinnis, Lori-Hall-Underwood, Dawn Koplos, Marlo Lemon, Donna Riccobono, Kathy Kaufman

**Guests:** Dana Jones and Cindy Privitera

**Staff:** Marcella Franczkowski, Donna Riley, and Clara Coleman

Ms. Kelly Meissner, Chair, opened the meeting at 10:00 a.m.

#### **I. Welcome Remarks and Introductions**

Kelly Meissner, Chair welcomed all members and guests. The minutes for September 19, 2013, meeting approved.

#### **II. Comments COMAR Chapters up for review (Donna Riley)**

Code of Maryland Regulations (COMAR) Stakeholder Regulatory Review

- 13A.05.01 – Provision of a Free Appropriate Public Education
- 13A.05.02 – Administration of Services for Students with Disabilities
- Please submit the form to Kelly Meissner, Chair by December 5<sup>th</sup>, 2013
- Kelly will compile all comments and send a copy to all members on December 16, 2013.
- At the Executive SESAC meeting, December 19, 2013, there will be a vote of the membership on the COMAR comments.

### III. Maryland's SPP/APR and Data Sources (Donna Riley)

The FFY 2012 (2012-2013) Part B State Performance Plan and Annual Performance Report (APR) Indicator Performance At-A-Glance

- Indicator 4a: Suspension and Expulsion – Not Met 16% (4 of 25 LSS)
- Indicator 4b: Suspension and Expulsion (race/ethnicity) – Met 0%
- Indicator 5a: LRE ≥80% of the day – Met 67.12%
- Indicator 5b: LRE ≤ 40% of the day – Met 13.66%
- Indicator 5c: LRE Separate Public and Nonpublic Schools – Not Met
- Indicator 6a: Preschool LRE Regular Early Childhood – Not Met 56.2%
- Indicator 6b: Preschool LRE – Separate class, school or facility – Met – 20.0%
- Indicator 7a1: Preschool Outcomes – Positive social-emotional skills – Met 67.3%
- Indicator 7a2: Preschool Outcomes – Positive social-emotional skills – Met 67.3%
- Indicator 7b1: Preschool Outcomes – Acquisition and use of knowledge and skills  
Not Met 66.0%
- Indicator 7b2: Preschool Outcomes – Acquisition and use of knowledge and skills  
Not Met 66.0%
- Indicator 7c1: Preschool Outcomes – use of appropriate behaviors to meet their  
needs – Not Met 61.5%
- Indicator 7c2: Preschool Outcomes – use of appropriate behaviors to meet their  
needs – Not Met 61.5%
- Indicator 8a: Parent Involvement-Preschool – Met 47%
- Indicator 8b: Parent Involvement-School Age – Met 40%
- Indicator 9: Disproportionate Representation (Race & Ethnicity) – Met 0%
- Indicator 10: Disproportionate Representation (Race/Ethnicity and Disability) –  
Met 0%
- Indicator 18: Resolutions – Met 64.3%
- Indicator 19: Mediations – Met 76.1%
- Indicator 20: State Reported Data – Met 100%

### IV: Assistant State Superintendent's Update (Marcella Franczkowski)

- The DSE/EIS is embarking on the implement of its bold statewide Strategic Plan – *Moving Maryland Forward*. The Strategic Plan, which is fully integrated into the overall aims of MSDE, includes a strong commitment to collaboration and shared responsibility, multi-tiered systems of support, and family and community partnerships. The Strategic Plan focuses on narrowing achievement gaps for children with disabilities, birth through age 21. Over the next five years, the Division of Special Education/Early Intervention Services (DSE/EIS) will target four strategically chosen Action Imperatives:
  1. **Early Childhood** – A seamless and comprehensive statewide system of coordinated services for children with disabilities, birth through age 5, and their families will be fully implemented to narrow the school readiness gap.;
  2. **Professional Learning** – A statewide system of differentiated tiers of professional learning and support to the LSSs/PAs will be fully implemented to produce



effective early childhood service providers, teachers, related service providers, and paraprofessionals.

3. **Access, Equity, and Progress** – Implementation of equitable services, universally designed instruction, evidence-based academic and behavior interventions, technology, and accessible materials will result in increased access to instruction based on the Common Core State Standards, and improved educational achievement and functional outcomes.
  4. **Secondary Transition** – Evidence-based transition programs and services will be implemented to increase the number of youth with disabilities who are actively engaged in post-secondary activities such as education, technical and career training, and employment after exiting school.
- The DSE/EIS is committed to building and sustaining an integrated organizational structure that is based upon principles of collaboration and shared responsibility and has recently been restructured so that staff members are fully involved in addressing the four Action Imperatives identified in *Moving Maryland Forward*. The DSE/EIS is organized by five branches:
    - Policy and Accountability,
    - Programmatic Support and Technical Assistance,
    - Family Support and Dispute Resolution,
    - Interagency Collaboration, and
    - Resource Management.
  - The DSE/EIS operates within and contributes to the work of the MSDE, a complex organization focusing on the education and well-being of Maryland's students and families. Maryland's plan for educational reform includes higher standards for all students through the implementation of Common Core State Standards, the Maryland Common Core State Curriculum, the Partnership for Assessment of Readiness for College and Careers (PARCC), and the National Center and State Collaborative (NCSC) assessments. The plan also includes:
    - Strategic help for the struggling schools,
    - The use of a robust statewide data system to improve instruction, and
    - The implementation of a new teacher/leader evaluation system to develop and support effective teachers/leaders.

Education reform is consistent with and aligned to Race to the Top and Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Plan. The Programs of the DSE/EIS includes:

- Early Intervention;
- Preschool Special Education;
- Special Education (birth through 21);
- Nonpublic Schools;
- Maryland Hearing Aid Loan Bank;
- Medical Assistance for School Health-Related Services;

- Home Visiting; and
  - Maryland's Autism waiver (nationally-recognized home and community based services; serving 1,000 children and families), and other related interagency programs and mental health initiatives.
- In the 2012-2013 school year 859,643 children, ages three through 21, were educated through Maryland's public education system; of these, 102,502 (11.9%) were children with disabilities.
  - **Our Commitment to Children, Families, and Educators** – The DSE/EIS strategic planning process is rooted in a set of principles that will remain essential to the successful implementation and measurement of the *Moving Maryland Forward* plan and the achievement of its intended outcomes as follow:
    - **Transparency** – We maintain an open door to stakeholders and regularly keep our stakeholders informed through formal and informal feedback loops. This includes quarterly birth-21 special education and early intervention leadership meetings, the annual birth-21 Professional Learning Institute, meetings of the Assistant State Superintendent's Advisory Council, and regularly scheduled convening of advisory groups. Advisory groups include the State Interagency Coordinating Council, Special Education State Advisory Committee, Education Advocacy Coalition, and the Autism Waiver Advisory Council.
    - **Stakeholder Engagement** – We involve stakeholders through participatory processes that promote innovation, the sharing of best practices, and dissemination of research and evidence-based models. We are also committed to strengthening partnerships and planning with other MSDE divisions and external stakeholder groups.
    - **Effectiveness** - We make every effort to serve stakeholders in a timely and effective manner and to ensure the availability of "real-time" data for decision making and dissemination of models of best practices throughout the State.
    - **Accountability** – We strive to improve results for all Local School Systems and Public Agencies. The DSE/EIS has developed a tiered system of general supervision and engagement to identify systems and agencies in need of differentiated support and technical assistance.
    - **Our Data Informing the Work** – In recent years, children and youth with disabilities have demonstrated progress in addressing the State achievement gap. However, the DSE/EIS believes that the pace or change can and must increase.

- V. Linking with SECACs – (Rhonda Creecy)  
 SESAC is linking with SECACs to attend meetings and gathering information.



VI. Comments/Open Discussion (Kelly Meissner)

SESAC members agreed to give all comments on Chapter 1 and 2 of the special education COMAR regulations to Kelly Meissner. Every member's input is important. Please contact Kelly by December 4, 2013 even if it is to say you have looked at the regulations and do not believe changes are needed. A vote will be taken during the December 19, 2013 SESAC Executive Team meeting at MSDE.

Next Executive Team Meeting: December 19, 2013  
10:00 a.m. – 1:00 P.M.  
Maryland State Department of Education  
200 West Baltimore Street, 9<sup>th</sup> Floor, Room 907  
Baltimore, MD 21201

Net General Meeting: January 16, 2014  
10:00 a.m. 1:00 p.m.  
JHU/CTE, 6740 Alexander Bell Drive  
Columbia, MD 21046

